

# Understanding Ethical Consumerism

*A classroom resource that explores ethical consumerism  
and the power of coming together to create change.  
This resource can be used as a companion  
for the WE Bake For Change campaign.*

Grades 4 to 6

Canadian Edition

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# Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

Child labour is an issue that the WE Movement has been committed to fighting against for over 20 years. According to the **International Labour Organization**, there are 152 million children in child labour and the agriculture sector is where it is most prevalent ([www.ilo.org/global/topics/child-labour/lang--en/index.htm](http://www.ilo.org/global/topics/child-labour/lang--en/index.htm)). By understanding more about where our food comes from and how we can become more ethical consumers, we can help to end child labour practices and ensure that we are receiving our food from responsible and reliable sources. At WE, we are also passionate about working together. We know that when we collaborate, we can have a more significant impact on our local and global community.

This classroom resource will prepare your students with the knowledge and skills they need to engage meaningfully with the WE Bake For Change campaign, which is made possible through the generous support of Robin Hood. Your students will learn more about where their food comes from and understand the impact the food industry has on people around the world. They will have the opportunity to explore organizations and initiatives that are dedicated to creating a food system that values and protects people and the environment. This will empower them to become informed, ethical consumers and help those around them to do the same.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger  
Co-Founders, WE



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# Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

## WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

## What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

## The Four Steps of WE Schools

1.

### Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

### Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

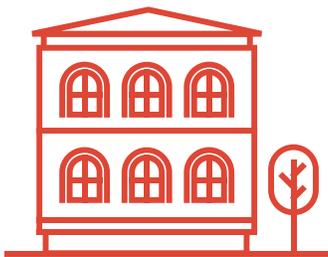
3.

### Take Action

Students implement their action plan.

**Local**

**Global**



4.

### Report and Celebrate

Students present the results of their service-learning initiatives.

## Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

**Living WE** is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

**Social Emotional Learning:** The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

**Global Mindset:** The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

**Active Citizenship:** Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

**Reflection** is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

## Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

## Understanding Ethical Consumerism Overview

Every day we consume food, but do we really know where it comes from and the true costs? When students understand how food production impacts people and the environment in countries around the world, they will be able to make informed decisions about the food items they buy. They will also be able to educate and encourage those around them to become ethical consumers as well.

### Rationale

This classroom resource is designed to prepare students to become advocates who understand how the harvesting and production of food items can have devastating impacts on people around the world. Students will be encouraged to work together to raise awareness about where our food comes from and the importance of being an ethical consumer. They will develop an understanding of how coming together through activities like baking can help to have positive impacts on social issues, both locally and globally.

**Subject(s):** Social Studies

**Grade Level:** Grades 4 to 6

**WE Learning Framework Skills:**



**Essential Questions:**

- ▶ Why is it important to understand how our food is produced?
- ▶ What does it mean to be an ethical consumer?

### Materials And Resources

- Chart paper or craft paper
- Writing utensils
- Computers or tablets
- Two bars of chocolate (one with fair trade certification and one without)
- Appendix 1: Provincial Curriculum Connections
- Appendix 2: Classroom Observation Forms
- Appendix 3: Resource List
- Blackline Master 1: Where Does My Food Come From?
- Blackline Master 2: Where Chocolate Comes From
- Blackline Master 3: The Chocolate Production Process

### Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include read alouds and videos, graphic organizers, jigsaw and hands-on experiences.

Assessment strategies include entry/exit slips, observations, written responses and discussions.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

#### Word Bank

**Cacao**—Bean-like seeds from which cocoa, cocoa butter and chocolate are made.

**Child Labor**—The employment of children in an industry or business, especially when illegal or considered exploitative.

**Chocolate**—A food in the form of a paste or solid block made from roasted and ground cacao seeds, typically sweetened and eaten as confectionery.

**Cocoa**—A powder made from roasted and ground cacao seeds.

**Consumer**—A person who purchases goods and services for personal use.

**Ethical Consumer**—A person who avoids buying products that do harm to people or the environment.

▶ Explore other resources and current campaign offerings at [WE.org](http://WE.org)

\* Sources for definitions: • Oxford Dictionary [en.oxforddictionaries.com](http://en.oxforddictionaries.com)

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## Lesson 1:

# Where Does Chocolate Come From?



### Suggested Time:

40 minutes

### Learning Goals:

Students will:

- Recognize the importance of knowing where our food comes from
- Investigate the chocolate production process

## Investigate and Learn

1. As students enter the class, provide them with a copy of **Blackline Master 1: Where Does My Food Come From?** and ask them to write down their favourite dish in the first box.
2. Next, ask them to list all the ingredients that go into their favourite dish. Finally, ask students to identify where each ingredient comes from, if they can. If students need more support, choose a popular dish (e.g., pizza, sushi, macaroni and cheese, dal) and complete Step 1 and 2 as a class.

3. **Recommended Assessment As Learning:** As a class, discuss whether students found this activity challenging. Were they able to name all the ingredients? Did they know where all the ingredients came from? Do they know how they are grown or produced? Ask students: Why is it important for us to understand where our food comes from or who produces it? List students' responses on a piece of chart paper and post it in the class to refer to in Lesson 3.

4. Choose one of the books or videos from **Appendix 3: Resource List** to introduce students to the chocolate production process. After reading the book or watching the video, discuss the following questions:
  - What did you learn about where chocolate comes from?
  - What did you learn about how it's made?
  - What surprised you most about the process?

5. **Recommended Assessment Of Learning:** Divide students into pairs and provide each pair with a copy of **Blackline Master 2: Where Chocolate Comes From**. Ask students to describe where chocolate comes from and how it's made. Students should be encouraged to use words and pictures to share what they know.



**Extension:** Encourage students to apply their mapping skills by locating all the countries where cacao is grown on a world map. See "**Where Cacao Grows**" [www.chocolatecodex.com/portfolio/countries-of-origin](http://www.chocolatecodex.com/portfolio/countries-of-origin) for more information.

Once the map is finished, discuss the following questions:

- Are there any noticeable patterns in where cacao is grown?
- What geographic conditions are necessary for growing cacao?
- How far do cocoa products need to travel to reach our school?

Display the map in the classroom for reference.

## Lesson 2:

# Chocolate and Child Labour



### Suggested Time:

40 minutes

### Learning Goals:

Students will:

- Develop an understanding of the negative impacts chocolate production can have on the people around the world
- Develop an understanding of child labour as a social issue

**Educator's Note:** Before beginning the activity, print four copies of **Blackline Master 3: The Chocolate Production Process**. Cut out the steps and make four bundles.

- 1. Recommended Assessment For Learning:** Divide students into groups of four and give each group one of the bundles. Ask students to each take one of the steps and then arrange themselves in the correct order of the chocolate process. Encourage students to move around the class if space permits.

**Educator's Note:** Students should be in the following order:  
1) Picking and opening cacao pods; 2) Fermenting the seeds; 3) Drying the seeds; 4) Roasting the cocoa beans; 5) Removing the shell and breaking the beans into cocoa nibs; 6) Straining and sorting the cocoa nibs or "winnowing;" 7) Grinding the cocoa nibs into unsweetened chocolate or cocoa mass; 8) Blending and molding the chocolate.

- 2.** Once the groups have finished, clarify any misunderstandings. Ensure that each group is in the correct order and then have students return to their seats.
- 3.** Explain to students that, while chocolate is a delicious treat that many of us enjoy, producing chocolate can often be a harmful and sometimes dangerous job. Children are often forced to work harvesting the cacao pods where they must use dangerous tools and be exposed to toxic pesticides. They often start working at a very young age and are not permitted to go to school. This practice is called *child labour*.

**Educator's Note:** The following video will explore the issue of child labour. This may be challenging for students who have not previously been aware of this issue. Make sure to preview the video before watching it with students and allow time after viewing the video clip to discuss students' reactions individually if necessary.

- 4.** Show students part of "Chocolate's Child Slaves," [www.cnn.com/videos/world/2015/05/26/chocolate-child-slaves-ivory-coast-spc-cfp.cnn](http://www.cnn.com/videos/world/2015/05/26/chocolate-child-slaves-ivory-coast-spc-cfp.cnn) (6:45-10:00).

- 5.** After watching the video, locate the Ivory Coast and Burkina Faso on a world map and discuss any questions students have about the video.
- 6.** Ask students describe about their reactions to the video clip by answering at least two of the following questions orally or in writing:
  - a) How did it make you feel to see children working in those conditions?
  - b) What physical and emotional safety risks are they being exposed to?
  - c) What privileges and opportunities do you have that the boys in the video do not have?
  - d) Why is child labour such an important social justice issue?

- 7. Recommended Assessment As Learning:** Ask students to discuss their responses with a partner. As students are sharing, circulate with one of the forms from **Appendix 2: Classroom Observation Forms** to document students' understanding of the negative impacts of food production. This is an opportunity to answer individual questions and clarify any misunderstandings.

- 8.** Ask students to share what they know about child labour practices in other areas of food production. Explain to students that child labour is also used for harvesting bananas and other fruits and vegetables, producing coffee, cutting flowers and for manufacturing clothes and other textiles.

- 9. Recommended Assessment Of Learning:** Explain to students that when people learn about child labour, they often experience feelings of anger and injustice. These types of emotions can encourage us to take action to try to change these practices that are dangerous for children. Give students an exit slip and ask them to write three things they learned about child labour during the lesson, two questions they still have and one thing they think they could do to take action on this issue. Record the actions that students feel they could take on a piece of chart paper and post it in the classroom to refer to in Lesson 3.

### Lesson 3:

# What Is an Ethical Consumer?



### Suggested Time:

80 minutes (or 2 x 40 minutes)

### Learning Goals:

Students will:

- Understand what it means to be an ethical consumer and how people can make informed decisions about the foods they purchase
- Understand the impact ethical consumerism can have on the issue of child labour

**Educator's Note:** Before the lesson find two bars of chocolate, one that has the Fairtrade label and one that doesn't. As an alternative, use pictures of the bars of chocolate instead. For example: [www.fairtrade.ca/en-CA/Stay-in-touch/News/Whistler](http://www.fairtrade.ca/en-CA/Stay-in-touch/News/Whistler).

- 1. Recommended Assessment For Learning:** Ask students to compare the packaging and describe the similarities and differences they see. Encourage students to explore the Fairtrade label and discuss what students already know about it.
- 2.** Divide students into small groups and ask them to investigate what it means to be *ethical*. Then, ask students to infer how that applies to being an *ethical consumer*.
- 3.** Explain to students that there are many initiatives that aim to give consumers information about where their food comes from and how it's produced. This can help consumers make informed decisions about the foods they buy. When a person chooses to buy products that they know are not harmful to people or the environment, they are choosing to be an *ethical consumer*.
- 4.** Return to the lists created in Lesson 1 and Lesson 2 and, in pairs or small groups, ask students to discuss what connections they can see between knowing where our food comes from, addressing child labour and being an ethical consumer. Have one representative from each group share with the class.
- 5.** Divide students into groups of four and give each group member a number from one to four. These will be the home groups. Using the jigsaw strategy, ask students to form expert groups by joining other students with the same number. Have each group investigate one of the organizations below.
  - "Fairtrade Canada," [www.fairtrade.ca](http://www.fairtrade.ca)
  - "BC Farm Fresh," [www.bcfarmfresh.com](http://www.bcfarmfresh.com)
  - "Fair Food Program," [www.fairfoodprogram.org](http://www.fairfoodprogram.org)
  - "UTZ," [www.utz.org](http://www.utz.org)As an alternative, print relevant sections of the sites for students to read in their expert groups.

- 6.** Ask students to answer the following questions to guide their investigation:
  - What is the aim or mission of the organization?
  - How does the organization provide consumers with more information about where their food comes from?
  - How does the organization help consumers make more informed decisions about what they buy?
  - How does this organization help to fight against the issue of child labour?

**Educator's Note:** The organizations listed above may also be substituted for organizations that are relevant to your community. Any organizations used for this activity should focus on helping consumers understand where their food comes from so they can make informed decisions about what they purchase.

- 7. Recommended Assessment As Learning:** Once students have gathered enough information, ask them to return to their home groups and share what they learned about their organization. Encourage students to use the questions from their investigation to guide their discussion. While students are working, circulate and use one of the forms from **Appendix 2: Classroom Observation Forms** to make observations about students' understanding of ethical consumerism and its impacts on child labour.
- 8. Recommended Assessment Of Learning:** Ask students to write a persuasive piece that describes how becoming an ethical consumer can help those affected by the issue of child labour. As an alternative, students can also create a short video response.

**Educator's Note:** Refer to your English Language Arts curriculum for criteria for a persuasive argument and provide students with this criteria before they begin creating their piece.

## Lesson 4:

# Baking for Change



### Suggested Time:

160 minutes (or 4 x 40 minutes)

### Learning Goals:

Students will:

- Use action planning and presentation skills to raise awareness for ethical consumerism
- Recognize how they can collaborate with others to enact local and global change

## Action Plan

**Educator's Note:** The following activity will require students to run a bake sale. Since there will be costs associated to this, consider what funding is available and what the budget will be.

1. Present the following proverb to students and ask them to reflect on what it means to them:  
**“If you want to go fast, go alone. If you want to go far, go together.”**—Unknown Source

2. Spend two to three minutes discussing students' responses. Ask them to consider how this quote connects to taking action and raising awareness for ethical consumerism. Through the discussion, encourage students to recognize that working together, rather than individually, can help them have a larger impact on the issue of child labour and help more people to become ethical consumers.

3. Challenge students to use their knowledge from the previous lessons to host a bake sale using as many local or ethically sourced ingredients as they can. This will be an opportunity to explore where they can find these ingredients in their community and it will give them a chance to educate staff and students about the importance of knowing where your food comes from.

4. As a class, create an action plan for the bake sale using the following questions as a guide:

- What is the goal of our bake sale?
- Where and when will the bake sale take place? Who is the target audience?
- What types of items will we make? (For healthy bake sale recipe ideas, visit [WE Bake for Change, www.WE.org/we-schools/program/campaigns/we-bake-for-change](http://www.WE.org/we-schools/program/campaigns/we-bake-for-change) and download the campaign resources)
- What ingredients can we buy that we know are local or ethically sourced?

- What information do we want to share with our audience about the ingredients in our items? What information do we want to share about child labour and ethical consumerism?
- What are the best ways to share this information? (For example: posters displayed at the bake sale, a video that can be played during the bake sale, pamphlets to hand out to customers)
- What will we do with the money we raise from the bake sale? How can we use it to support children around the world who are affected by child labour?



**Extension:** Students can take this opportunity to participate in WE School's WE Bake for Change campaign and raise money for WE Villages food pillar. To learn more about the campaign and the pillar it supports and to download helpful bake sale resources, visit [WE Bake for Change, www.WE.org/we-schools/program/campaigns/we-bake-for-change](http://www.WE.org/we-schools/program/campaigns/we-bake-for-change).

5. Create committees based on what tasks are required for running a bake sale and post sign-up sheets in the classroom so students can join the committee that best suits them. The committees may be: materials and ingredients, advertising, baking, information and visual presentation, setup and logistics, treasurer, etc.
6. Give students time to prepare for the bake sale and as questions and concerns arise, pause to discuss and resolve them as a class.



**Extension:** Consider using this activity as an extension to a math unit to allow students to apply their skills in an engaging and meaningful way.

7. **Recommended Assessment As Learning:** While students are working, circulate and use one of the forms from **Appendix 2: Classroom Observation Forms** to make observations about students' understanding of ethical consumerism and about their collaborations skills.

## Take Action

8. Run the bake sale during lunch or break times. As an alternative, set up the bake sale during a sports event or music presentation.
9. Encourage students to document their action by taking photos and videos.

# Report and Celebrate

- 10.** Use the photos and videos from the bake sale celebrate the results of students' actions. Create a display within the school or use the school's website or social media platforms to share the results with parents and the community.

**Educator's Note:** Review your school or school district's Internet-use guidelines before engaging with social media.

- 11.** As a class, discuss students' reactions to the experience of running the bake sale. Ask them to share: What was your favourite part of the bake sale? What did you learn? What is something that stuck with you? What is something you would like to change if you had this experience again?
- 12.** Return to the quote from the beginning of the lesson and ask students to reflect on their experience working collaboratively to take action on a social issue. Ask students: How did working collaboratively help you complete the task? How would it have been different if you were working by yourself?

- 13.** **Recommended Assessment Of Learning:** Ask students to write a letter to the teacher, to a newspaper editor or a person of their choice, explaining why it is important to become an ethical consumer and what steps they can take to do that. Alternatively, challenge students to create a video to encourage others to become ethical consumers.

# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

<b>Alberta</b>	
<b>Grade 4</b>	
<p><b>Social Studies (2005)</b></p> <ul style="list-style-type: none"> <li>• Alberta: A Sense of the Land</li> </ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses goals of the Alberta Social Studies curriculum, to:</p> <ul style="list-style-type: none"> <li>• Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, nations and global levels</li> <li>• Respect the dignity and support the equality of all human beings</li> <li>• Understand that with empowerment comes personal and collective responsible for the public good</li> </ul> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address the Alberta Social Studies curriculum strands:</p> <ul style="list-style-type: none"> <li>• The Land: Places and People</li> <li>• Economics and Resources</li> <li>• Global Connections</li> </ul>
<b>Grade 5</b>	
<p><b>Social Studies (2005)</b></p> <ul style="list-style-type: none"> <li>• Physical Geography of Canada</li> </ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses goals of the Alberta Social Studies curriculum, to:</p> <ul style="list-style-type: none"> <li>• Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, nations and global levels</li> <li>• Respect the dignity and support the equality of all human beings</li> <li>• Understand that with empowerment comes personal and collective responsible for the public good</li> </ul> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address the Alberta Social Studies curriculum strands:</p> <ul style="list-style-type: none"> <li>• The Land: Places and People</li> <li>• Economics and Resources</li> <li>• Global Connections</li> </ul>
<b>Grade 6</b>	
<p><b>Social Studies (2005)</b></p> <ul style="list-style-type: none"> <li>• Citizens Participating in Decision Making</li> </ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses goals of the Alberta Social Studies curriculum, to:</p> <ul style="list-style-type: none"> <li>• Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, nations and global levels</li> <li>• Respect the dignity and support the equality of all human beings</li> <li>• Understand that with empowerment comes personal and collective responsible for the public good</li> </ul> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address the Alberta Social Studies curriculum strands:</p> <ul style="list-style-type: none"> <li>• The Land: Places and People</li> <li>• Economics and Resources</li> <li>• Global Connections</li> </ul>

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Curriculum correlations made possible by **NELSON**

Atlantic Canada	
Grade 4–6	
<p><b>Social Studies</b></p> <ul style="list-style-type: none"><li>• Individuals, Societies, and Economic Decisions</li><li>• People, Place, and the Environment</li><li>• Interdependence</li><li>• Citizenship, Power, and Governance</li></ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses the vision of the Atlantic Canada Social Studies Curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically:</p> <ul style="list-style-type: none"><li>• Demonstrate understanding of sustainable development and its implications for the environment</li><li>• Make appropriate decisions and take responsibility for those decisions</li><li>• Reflect critically on ethical issues</li><li>• Ask questions, observe relationships, make inferences, and draw conclusions</li><li>• Identify, describe, and interpret different points of view and distinguish fact from fiction</li></ul>

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British Columbia	
Grade 4	
<p><b>Social Studies (2016)</b></p>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Personal awareness and responsibility</li> <li>• Social responsibility</li> </ul> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address the B.C. Social Studies curriculum goals to:</p> <ul style="list-style-type: none"> <li>• Develop and understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment</li> <li>• Develop and understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests</li> </ul>
Grade 5	
<p><b>Social Studies (2016)</b></p> <ul style="list-style-type: none"> <li>• Canadian Issues and Governance</li> </ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Personal awareness and responsibility</li> <li>• Social responsibility</li> </ul> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address the B.C. Social Studies curriculum goals to:</p> <ul style="list-style-type: none"> <li>• Develop and understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment</li> <li>• Develop and understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests</li> </ul>

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British Columbia	
Grade 6	
<p><b>Social Studies (2016)</b></p> <ul style="list-style-type: none"><li>• Global Issues and Governance</li></ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"><li>• Communication</li><li>• Critical thinking</li><li>• Personal awareness and responsibility</li><li>• Social responsibility</li></ul> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address the B.C. Social Studies curriculum goals to:</p> <ul style="list-style-type: none"><li>• Develop and understanding of the interaction between humans and the environment, the impact of the physical environment on the development of human societies and cultures, and the impact of humans on the environment</li><li>• Develop and understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests</li></ul>

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Manitoba	
Grade 4	
<p><b>Social Studies (2005)</b></p> <ul style="list-style-type: none"> <li>• Living in Canada</li> <li>• Living in Manitoba</li> </ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses goals of the Manitoba Social Studies curriculum, especially to enable students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address several other goals of the Manitoba Social Studies curriculum, to enable students to:</p> <ul style="list-style-type: none"> <li>• Develop a sense of belonging to their communities and to Canadian society</li> <li>• Respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons</li> <li>• Develop global awareness and a sense of global citizenship</li> <li>• Analyze global issues and take rationally and morally defensible positions</li> <li>• Develop a commitment to social justice and quality of life for all the world's people</li> <li>• Assess the impact of human interaction with the environment</li> <li>• Engage in disciplined inquiry, applying research skills, critical thinking, and decision making</li> </ul>
Grade 5–6	
<p><b>Social Studies (2005)</b></p>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses goals of the Manitoba Social Studies curriculum, especially to enable students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package can also help address several other goals of the Manitoba Social Studies curriculum, to enable students to:</p> <ul style="list-style-type: none"> <li>• Develop a sense of belonging to their communities and to Canadian society</li> <li>• Respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons</li> <li>• Develop global awareness and a sense of global citizenship</li> <li>• Analyze global issues and take rationally and morally defensible positions</li> <li>• Develop a commitment to social justice and quality of life for all the world's people</li> <li>• Assess the impact of human interaction with the environment</li> <li>• Engage in disciplined inquiry, applying research skills, critical thinking, and decision making</li> </ul>

# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Ontario	
Grade 4	
<p><b>Social Studies (2013)</b></p> <ul style="list-style-type: none"> <li>• People and Environments: Political and Physical Regions of Canada</li> </ul>	<p>The <i>Understanding Ethical Consumerism lesson</i> package can help address the goals for Social Studies, specifically:</p> <ul style="list-style-type: none"> <li>• Developing an understanding of responsible citizenship</li> <li>• Developing an understanding of interrelationships within and between the natural environment and human communities</li> <li>• Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues</li> </ul> <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>
Grade 5	
<p><b>Social Studies (2013)</b></p> <ul style="list-style-type: none"> <li>• People and Environments: Responsible Citizenship</li> </ul>	<p>The <i>Understanding Ethical Consumerism lesson</i> package can help address the goals for Social Studies, specifically:</p> <ul style="list-style-type: none"> <li>• Developing an understanding of responsible citizenship</li> <li>• Developing an understanding of interrelationships within and between the natural environment and human communities</li> <li>• Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues</li> </ul> <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>
Grade 6	
<p><b>Social Studies (2013)</b></p> <ul style="list-style-type: none"> <li>• People and Environments: Canada's Interactions with the Global Community</li> </ul>	<p>The <i>Understanding Ethical Consumerism lesson</i> package can help address the goals for Social Studies, specifically:</p> <ul style="list-style-type: none"> <li>• Developing an understanding of responsible citizenship</li> <li>• Developing an understanding of interrelationships within and between the natural environment and human communities</li> <li>• Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues</li> </ul> <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>

# Appendix 1: Provincial Curriculum Correlations

Curriculum correlations made possible by **NELSON**

Saskatchewan	
Grade 4–6	
<p><b>Social Studies (2010)</b></p> <ul style="list-style-type: none"><li>Resources and Wealth</li></ul>	<p>The <i>Understanding Ethical Consumerism</i> lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The <i>Understanding Ethical Consumerism</i> lesson package addresses the goals of the Saskatchewan Social Studies curriculum, to:</p> <ul style="list-style-type: none"><li>Analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future</li><li>Examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development</li></ul>

# Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:


# Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

# Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

# Appendix 3: Resource List

## Books About Chocolate Production

- *Fair Trade* by, Jillian Powell, Wayland (Publishers) Ltd., April 10, 2014.
- *From Cocoa Bean to Chocolate*, Robin Nelson, Lerner Publishing Group, September 1, 2012.
- *Juliana's Bananas* , Ruth Walton, New Internationalist, May 11, 2016.
- *My Chocolate Bar and Other Food*, Helen Greathead, Franklin Watts Ltd., March 23, 2017.
- *Zapizapu Crosses the Sea: A Story About Being Fair*, Diane Abad Vergara, Trafford Publishing, April 26, 2007.

## Videos about Chocolate Production

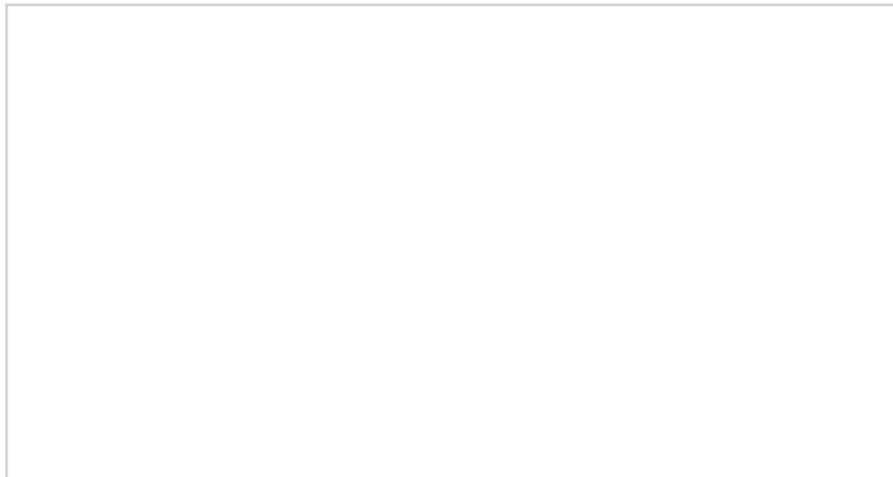
- "My Fairtrade Adventure (for ages 7 to 11)," [www.youtube.com/watch?v=VeUGvhINwHw](http://www.youtube.com/watch?v=VeUGvhINwHw) (9:17)
- "Harvesting Cacao How to Make Everything: Chocolate Bar," [www.youtube.com/watch?v=fWI3Ykl7cPw](http://www.youtube.com/watch?v=fWI3Ykl7cPw) (9:22)
- "The Story of our Chocolate Journey," [www.youtube.com/watch?v=PGaLWuLzHBU](http://www.youtube.com/watch?v=PGaLWuLzHBU) (2:57)

# Blackline Master 1: Where Does My Food Come From?

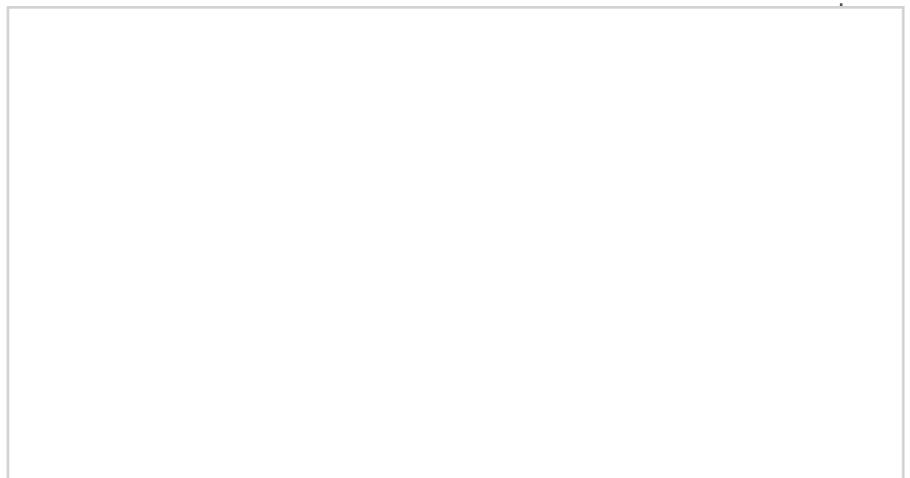
My Favourite Dish



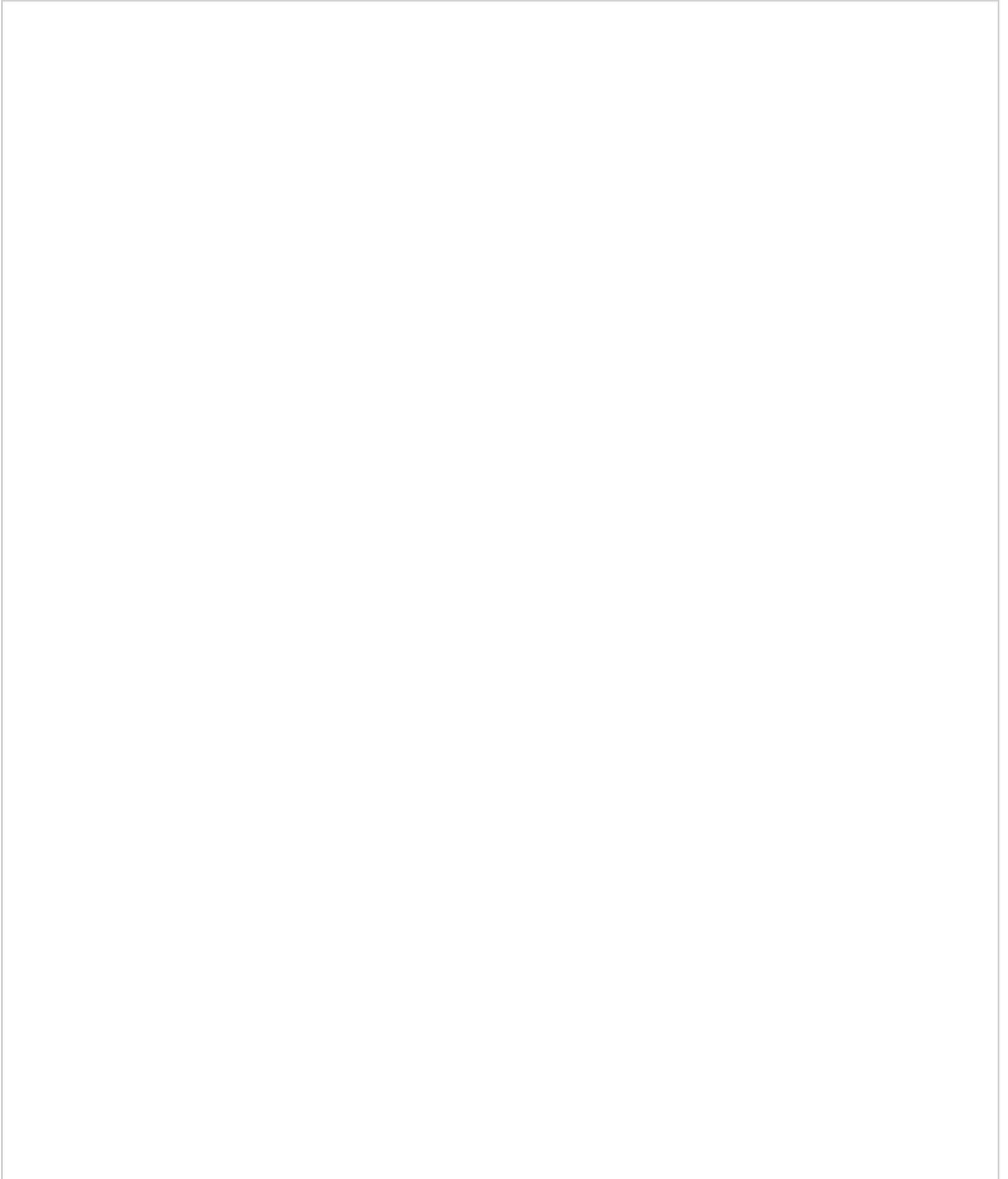
What Are the Ingredients?



Where Do the Ingredients Come From?



# Blackline Master 2: Where Chocolate Comes From



# Blackline Master 3: The Chocolate Production Process

<p><b>Picking and opening the cacao pods.</b></p>	<p><b>Fermenting the seeds.</b></p>
<p><b>Drying the seeds.</b></p>	<p><b>Roasting the cocoa beans.</b></p>
<p><b>Removing the shell and breaking the bean into cocoa nibs.</b></p>	<p><b>Straining and sorting the cocoa nibs, or “winnowing.”</b></p>
<p><b>Grinding the cocoa nibs into unsweetened chocolate or cocoa mass.</b></p>	<p><b>Blending and molding the chocolate.</b></p>

[www.sfu.ca/geog351fall03/groups-webpages/gp8/prod/prod.html](http://www.sfu.ca/geog351fall03/groups-webpages/gp8/prod/prod.html)